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ABSTRACT

Each fall, the 28 individual Florida Community College System (CCS) colleges submit a preliminary fall Student Data Base file containing information on students enrolled at the beginning of the semester. This file is used to create a federally required report known as the EF-2. The report looks at the ethnicity and gender of students by enrollment and degree status and level of academic progression. This paper compares the fall 1996 and fall 1998 EF-2 reports. The number of full-time students increased by 2,605 or 2.6% between fall 1996 and fall 1998. However, the number of part-time students declined by 7,402 for a net decline of 4,797 students or 1.5%. All of the gain in full-time students was in the degree-seeking area. Losses occurred in non-degree full-time, part-time seeking and part-time non-degree seeking students. Across the system, the changes in females were more dramatic than those in males. Overall, female enrollment declined 2.0% while male enrollment declined 0.7%. Enrollment changes were not consistent among the standard ethnic groups. The preliminary fall files for 1996 and 1998 indicated the CCS enrolled fewer credit students in 1998 than in 1996. The entire decline occurred in part-time students, with females declining faster than males, and whites faster than any other ethnic group. (VWC)

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FLORIDA
STATE BOARD OF COMMUNITY COLLEGES

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A COMPARISON OF FALL 1996 AND FALL 1998 CREDIT STUDENTS

DATA TREND11

DECEMBER 28, 1998

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A COMPARISON OF FALL 1996 AND FALL 1998 CREDIT STUDENTS

Each fall, the twenty-eight individual colleges that are part of the Florida Community College System (CCS) submit a preliminary fall Student Data Base file containing information on the students enrolled at the beginning of the semester. This file is used to create a federally required report known as the EF-2. The report looks at the ethnicity and gender of students by enrollment status, degree status and level of academic progression. Due to the fluid nature of community college enrollments, the report tends to undercount the total number of credit students who actually enroll in the fall terms; but it does allow for a comparison between two similar points in time.

This report compares the Fall 1996 and Fall 1998 EF-2 reports. During this time period at least two important events took place that potentially impacted credit students. The first was the full implementation of new, higher cut scores for the major entry level placement test used in the CCS – the Common Placement Test or CPT. The second was the Bright Futures scholarship program. No attempt has been made in this Data Trend to examine the effects of these two events, but they should be kept in mind as one considers the changes discussed.

Enrollment Status

Credit students are considered full-time if they enroll for twelve or more hours and part-time if enrolled for less than twelve credits. About one-third of credit students are full-time and the remaining two-thirds part-time. Degree-seeking students constitute about 75% of credit students and have a much higher percentage of full-time students than non-degree seeking students (37% versus 14% in 1996).

The number of full-time students increased by 2,605 or 2.6% between Fall 1996 and Fall 1998. However, the number of part-time students declined by 7,402 for a net decline of 4,797 students or 1.5%. All of the gain in full-time students was in the degree-seeking area. Losses occurred in non-degree full-time, part-time degree seeking and part-time non-degree seeking.

Gender

Across the system, the changes in females were more dramatic than those in males. Overall, female enrollment declined 2.0% while male enrollment declined 0.7%. Full-time female enrollment increased by 3.3% with full-time degree seeking increasing by 4.7%. Full-time male enrollment increased by 1.6% with full-time degree-seeking increasing by 3.8%. Part-time females declined by 4.3% and males by 2.0%. In sharp contrast to these overall declines, First-Time-In-College (FTIC) males and females increased in both the full-time and part-time categories, with males increasing faster than females.

Ethnicity

These enrollment changes were not consistent among the standard ethnic groups. White students declined by 10,786. Much smaller declines of 230 and 54 were posted by Indian and Asian students respectively. These declines were partially offset by gains of 2,597 in Hispanic students and 2,839 in blacks.

Full-time whites increased by 1,466 with part-time whites decreasing by 12,252. These sharp declines in part-time students may be the result of an extremely strong economy that is able to provide employment opportunities for almost everyone seeking a job. Both full-time and part-time blacks increased. Hispanics also displayed a mixed picture with full-time males declining, while full-time females and both male and female part-time students increasing.

Summary

The preliminary fall files for 1996 and 1998 indicated the CCS enrolled fewer credit students in 1998 than in 1996. The entire decline occurred in part-time students, with females declining faster than males, and whites faster than any other ethnic group. White females lost more students than any other group, while Hispanic females gained more. Complete numeric and percentage information is displayed on the accompanying EXCEL chart.

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Division of Community Colleges
Office of Educational Effectiveness and Research

Comparison of Fall 1996 and Fall 1998 Credit Students
Based Upon the EF-2 Report

		Alien		Black		Indian		Asian		Hispanic		White		Total		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Full-Time Degree Seeking																
FTIC	96	327	285	1271	1948	55	43	248	244	1702	2309	5418	5953	9021	10782	19803
	98	323	312	1433	1963	50	46	251	244	1698	2251	6414	6771	10169	11587	21756
Diff		-4	27	162	15	-5	3	3	0	-4	-58	996	818	1148	805	1953
% Diff		-1.2%	9.5%	12.7%	0.8%	-9.1%	7.0%	1.2%	0.0%	-0.2%	-2.5%	18.4%	13.7%	12.7%	7.5%	9.9%
1st Year	96	687	608	1905	3588	110	112	463	557	2438	2995	10649	12475	16252	20335	36587
	98	762	791	2235	3672	89	133	483	492	2555	3135	10850	12993	16974	21216	38190
Diff		75	183	330	84	-21	21	20	-65	117	140	201	518	722	881	1603
% Diff		10.9%	30.1%	17.3%	2.3%	-19.1%	18.8%	4.3%	-11.7%	4.8%	4.7%	1.9%	4.2%	4.4%	4.3%	4.4%
Other	96	628	639	1393	2900	81	124	517	544	1919	2965	8790	12239	13328	19411	32739
	98	677	740	1501	3152	80	115	464	565	1967	3347	8244	12176	12933	20095	33028
Diff		49	101	108	252	-1	-9	-53	21	48	382	-546	-63	-395	684	289
% Diff		7.8%	15.8%	7.8%	8.7%	-1.2%	-7.3%	-10.3%	3.9%	2.5%	12.9%	-6.2%	-0.5%	-3.0%	3.5%	0.9%
Total Degree	96	1642	1532	4569	8436	246	279	1228	1345	6059	8269	24857	30667	38601	50528	89129
	98	1762	1843	5169	8787	219	294	1198	1301	6220	8733	25508	31940	40076	52898	92974
Diff		120	311	600	351	-27	15	-30	-44	161	464	651	1273	1475	2370	3845
% Diff		7.3%	20.3%	13.1%	4.2%	-11.0%	5.4%	-2.4%	-3.3%	2.7%	5.6%	2.6%	4.2%	3.8%	4.7%	4.3%
Non-Degree	96	163	161	538	836	26	28	229	183	596	850	3324	4020	4876	6078	10954
	98	153	186	418	697	22	26	176	156	398	596	2946	3940	4113	5601	9714
Diff		-10	25	-120	-139	-4	-2	-53	-27	-198	-254	-378	-80	-763	-477	-1240
% Diff		-6.1%	15.5%	-22.3%	-16.6%	-15.4%	-7.1%	-23.1%	-14.8%	-33.2%	-29.9%	-11.4%	-2.0%	-15.6%	-7.8%	-11.3%
Total Full-Time	96	1805	1693	5107	9272	272	307	1457	1528	6655	9119	28181	34687	43477	56606	100083
	98	1915	2029	5587	9484	241	320	1374	1457	6618	9329	28454	35880	44189	58499	102688
Diff		110	336	480	212	-31	13	-83	-71	-37	210	273	1193	712	1893	2605
% Diff		6.1%	19.8%	9.4%	2.3%	-11.4%	4.2%	-5.7%	-4.6%	-0.6%	2.3%	1.0%	3.4%	1.6%	3.3%	2.6%

Division of Community Colleges
Office of Educational Effectiveness and Research

		Alien		Black		Indian		Asian		Hispanic		White		Total		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Part-Time Degree Seeking FTIC	96	106	99	1079	1642	53	63	199	263	1356	1576	4890	6207	7683	9850	17533
	98	122	144	1300	2041	42	54	233	238	1518	1796	5279	6279	8494	10552	19046
Diff		16	45	221	399	-11	-9	34	-25	162	220	389	72	811	702	1513
% Diff		15.1%	45.5%	20.5%	24.3%	-20.8%	-14.3%	17.1%	-9.5%	11.9%	14.0%	8.0%	1.2%	10.6%	7.1%	8.6%
1st Year	96	331	389	3233	6432	173	263	745	882	4607	5906	15989	25977	25078	39849	64927
	98	396	485	3444	6992	149	214	763	859	4978	6397	15598	23206	25328	38153	63481
Diff		65	96	211	560	-24	-49	18	-23	371	491	-391	-2771	250	-1696	-1446
% Diff		19.6%	24.7%	6.5%	8.7%	-13.9%	-18.6%	2.4%	-2.6%	8.1%	8.3%	-2.4%	-10.7%	1.0%	-4.3%	-2.2%
Other	96	327	413	2791	6378	138	206	804	932	5669	7877	16534	28031	26263	43837	70100
	98	457	538	3086	7053	117	187	839	1009	5820	8789	15827	26212	26146	43788	69934
Diff		130	125	295	675	-21	-19	35	77	151	912	-707	-1819	-117	-49	-166
% Diff		39.8%	30.3%	10.6%	10.6%	-15.2%	-9.2%	4.4%	8.3%	2.7%	11.6%	-4.3%	-6.5%	-0.4%	-0.1%	-0.2%
Total Degree	96	764	901	7103	14452	364	532	1748	2077	11632	15359	37413	60215	59024	93536	152560
	98	975	1167	7830	16086	308	455	1835	2106	12316	16982	36704	55697	59968	92493	152461
Diff		211	266	727	1634	-56	-77	87	29	684	1623	-709	-4518	944	-1043	-99
% Diff		27.6%	29.5%	10.2%	11.3%	-15.4%	-14.5%	5.0%	1.4%	5.9%	10.6%	-1.9%	-7.5%	1.6%	-1.1%	-0.1%
Non-Degree	96	377	448	2305	4757	161	205	748	980	2864	4445	19076	29235	25531	40070	65601
	98	324	415	2320	4528	120	167	758	954	2783	4643	16614	24672	22919	35379	58298
Diff		-53	-33	15	-229	-41	-38	10	-26	-81	198	-2462	-4563	-2612	-4691	-7303
% Diff		-14.1%	-7.4%	0.7%	-4.8%	-25.5%	-18.5%	1.3%	-2.7%	-2.8%	4.5%	-12.9%	-15.6%	-10.2%	-11.7%	-11.1%
Total Part-Time	96	1141	1349	9408	19209	525	737	2496	3057	14496	19804	56489	89450	84555	133606	218161
	98	1299	1582	10150	20614	428	622	2593	3060	15099	21625	53318	80369	82887	127872	210759
Diff		158	233	742	1405	-97	-115	97	3	603	1821	-3171	-9081	-1668	-5734	-7402
% Diff		13.8%	17.3%	7.9%	7.3%	-18.5%	-15.6%	3.9%	0.1%	4.2%	9.2%	-5.6%	-10.2%	-2.0%	-4.3%	-3.4%
Grand Total	96	2946	3042	14515	28481	797	1044	3953	4585	21151	28923	84670	124137	128032	190212	318244
	98	3214	3611	15737	30098	669	942	3967	4517	21717	30954	81772	116249	127076	186371	313447
Diff		268	569	1222	1617	-128	-102	14	-68	566	2031	-2898	-7888	-956	-3841	-4797
% Diff		9.1%	18.7%	8.4%	5.7%	-16.1%	-9.8%	0.4%	-1.5%	2.7%	7.0%	-3.4%	-6.4%	-0.7%	-2.0%	-1.5%
Percentage Distribution	96	0.93%	0.96%	4.56%	8.95%	0.25%	0.33%	1.24%	1.44%	6.65%	9.09%	26.61%	39.01%	40.23%	59.77%	100.00%
	98	1.03%	1.15%	5.02%	9.60%	0.21%	0.30%	1.27%	1.44%	6.93%	9.88%	26.09%	37.09%	40.54%	59.46%	100.00%

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